

EVEN START

WILLIAM F. GOODLING FAMILY LITERACY GRANT 2005-2006

Form A

Due: April 15, 2005

Agency/Program Name		U.S. Congressional District (circle one) 1 2 3 4 5	
Address		City	
Zip Code			
Employee Federal Tax Identification Number (FTIN)		Amount of Federal Grant Funds Requested	
Amount of Local Share Provided			
<p>Application for: (check one)</p> <p><input type="checkbox"/> New Grant or <input type="checkbox"/> Continuation Grant</p> <p style="margin-left: 400px;"><input type="checkbox"/> Requested for Years 4-8</p> <p style="margin-left: 400px;"><input type="checkbox"/> Requested for Years 9 and beyond</p>			
Total Grant (Fed + Local)		Estimated Number to be Served Children: Families:	
Telephone Number	FAX Number	E-Mail	
Project Title (if applicable)		Geographic Area Served (Counties or AEA)	Urban <input type="checkbox"/> Rural <input type="checkbox"/>
School District Number			
<p>Brief Description of Proposed Project (This description will be used to portray the project on the Department web pages. Please do not exceed this space.)</p>			
<p>To the best of my knowledge, all data in this application are true and correct. The document has been duly authorized by the governing body of the applicant, and the applicant will comply with the attached assurances if the project is selected for funding.</p>			
Name of Head Administrator:		Title:	Telephone:
Signature:		Date:	
<p>Mailing Instructions:</p> <p style="text-align: center;">Please send the original and three (3) copies of this application to</p>			

URGENT

Iowa Department of Education
Attn: Haila Huffman
Grimes State Office Building
Des Moines, Iowa 50319

The application and copies must be received at the
Department by:
April 15, 2005.

Even Start has been eliminated from the President's
budget. This means that funding may not be available
beyond September 2006.

This grant is entirely dependent upon federal funding.
Applicants should carefully weight their ability to
provide comprehensive programming and the
uncertainty of funding before completing this
application.

STATEMENT OF ASSURANCES 2005-2006

Form P – Program Assurances

Due: April 15, 2005

Directions: This form is to be signed by the applicant agency and all significant partner agencies entering into direct collaboration on the project. Use an additional copy of the Assurances Form if the number of partners exceeds the space provided below.

The applicant partners agree:

1. To conduct activities described herein in accordance with applicable state and federal statutes and regulations, including those concerning non-discrimination, prohibitions against lobbying, suspension, and disbarment, the provision of a gun-free, drug-free and smoke-free work place, and access for persons with disabilities.
2. To use grant funds to supplement and, to the extent possible, increase the level of funds that would have been made available for the purposes described in the Request for Proposals. Grant funds will not be used to supplant services currently provided using state or federal funds nor for construction.
3. To participate in external evaluation of the project's effectiveness as determined by the Department of Education.
4. The applicant assures that private non-profit schools have been invited to participate in planning and implementing the activities of this application when available and relevant to the Even Start Program.
5. To keep such records and provide such information to the Department of Education as reasonably may be required for fiscal audit and program evaluation.
6. To make all requests for budget revisions in writing prior to actual use of funds.
7. To notify the Department of Education of changes in management staff and/or contact person.
8. That all materials produced will include the following statement: (This project) is supported in part by a grant from federal and/or state funds administered by the Iowa Department of Education.
9. To comply with any/all expectations specifically identified and/or described in this Request for Proposal and the federal guidance.

Partner A – Agency/Program Name:
Telephone:
Signature of Head Administrator:
Title:
Date:

Partner B – Agency/Program Name:
Telephone:
Signature of Head Administrator:
Title:
Date:

Partner C – Agency/Program Name:
Telephone:
Signature of Head Administrator:
Title:
Date:

Partner D – Agency/Program Name:
Telephone:
Signature of Head Administrator:
Title:
Date:

Even Start Budget Summary Form B.1. 2005-2006

Applicant: _____

Grant Year: 1-4 / 5-8/ 9+

The partner organization/s should be identified on this budget form. In-kind contribution may be cash or in-kind that is fairly evaluated and may be obtained from any source, included Federal sources other than Even Start.

100	Salaries	# of Staff	State Grant Amount	In Kind Amount	In Kind Descriptor
	Professional				
	Full Time				
	Part Time				
	Total				
	Other Personnel				
	Full Time				
	Part Time				
	Total				
	Employee Benefits				
	Total				
200	Staff Travel				
	Staff Training				
	Total				
300	Purchased Services				
400	Supplies				
500	Capital Outlay				
600	Other Expenses				
	Evaluation (Specify)				
	Federal Grant				

Total				In Kind Total
Federal and In-Kind Total				

EVEN START FAMILY LITERACY PROGRAM REQUEST FOR PROPOSALS

Even Start Family Literacy Grant Application

A. INTRODUCTION

1. Overview of the Even Start Family Literacy Program

The Iowa Department of Education, Division of Early Childhood, Elementary and Secondary Education, Bureau of Instructional Services, is issuing a Request for Proposals (RFP) to fund Even Start programs in local communities via partnerships among local schools and community agencies. Even Start is a program of the US Office of Education administered through the Iowa Department of Education. The Even Start program was amended by the Literacy Involves Families Together Act (LIFT), as enacted by P.L.106-554, The Consolidated Appropriations Act, 2001. It is authorized under Title I, Part B- as the William F. Goodling Even Start Family Literacy Program.

The Even Start Family Literacy Program is intended to help break the cycle of poverty and illiteracy and improve the educational opportunity of low income families by integrating early childhood education, adult literacy or adult basic education, and parenting education regarding literacy and child development. The Federal law requires Even Start programs to:

- be implemented through cooperative projects that build on existing high quality community resources to create a new range of services;
- promote literacy achievement of children and adults;
- assist children and adults from low-income families to achieve challenging state content standards and make sufficient program progress as defined by the state and;
- use instructional programs grounded in scientifically based reading research and the prevention of reading difficulties for children and adults, to the extent such research is available.

Even Start programs will be expected to operate in congruence with widely recognized definitions of best practice for early childhood, adult, and parenting education. Even Start provides opportunity for communities to craft family-centered programs designed to ensure family literacy services and the success of all of the community's children in their schooling.

2. Eligible Applicants for Even Start Programs

Eligible applicants reflect PARTNERSHIPS comprised of **BOTH** local education agencies, AND one or more community-based organizations, public agencies, institutions of higher

education, or other non-profit organizations or community-based organizations or other non-profit organizations of demonstrated high quality. Examples of possible partners with local education agencies include Head Start, libraries, literacy councils, non-profit early care and education programs, etc. The Even Start law does not specify which of the partners is to serve as the fiscal agent. In communities having a local Head Start program, the partnership must include Head Start as one of the partners.

3. Eligible Participants in Even Start Programs

Eligible participants in Even Start programs are parents eligible for participation in an adult education program under the Adult Education Act and their child(ren) from birth through age 7. To be eligible, at least one parent and one or more eligible children must participate together in all components of the Even Start project. Parenting teens under age 16, who are attending secondary school, are also eligible to participate with their children so long as the school district provides the basic education component for the teen parent. Once a family's eligibility is established and that family is participating in the program as required, all members of the family may continue to participate until all the eligible family members are ineligible (i.e., no members of the family are eligible for adult education and all children have reached 8 years of age).

Even Start projects must consult with private school officials to determine how to ensure that private school children are given the same opportunity to participate in the Even Start project as their public school counterparts when they meet the priority guidelines of the program. This consultation should take place in the initial preparation of the application. (NCLB Section 9501-0504).

4. Funding Availability, Matching Requirements, and Limitations (*As of February 2005)

Even Start has been eliminated from the President's budget. This means that funding may not be available beyond September 2006.

This grant is entirely dependent upon federal funding. Applicants should carefully weight their ability to provide comprehensive programming and the uncertainty of funding before completing this application.

It was previously estimated that four or five projects could be selected depending on the availability of Federal funds. Grants may be awarded for a period from July 1, 2005 to June 30, 2009, with continuation applications required on an annual basis. Applicants who are current grantees must demonstrate success in meeting the Iowa Indicators of Quality and operate in accordance with the law and regulations.

In the initial year the local match can be no less than 10 percent of the total budget. This share increases each year until Year 4 when the local share can be no less than 40 percent. The local share may be provided in cash or in-kind fairly evaluated and documented. If a grantee is successful in the application for a second grant period of four years (years 5 through 8), the local share must be 50% of the total budget. In any subsequent years (years 9+) the local share must be 65% of the total budget. The federal share will not typically fall below \$75,000 in any year. **However, all funding is dependent upon the federal allocation each year.**

The local share may come from any other local, state, or federal source. For example, services received by children age birth through age 7 from federally funded programs such as Head Start,

Title 1, or programs for children with disabilities may be costed out and included as part of the local share.

Federal Even Start funds may not be used to support indirect costs of Even Start programs.

Each Even Start project is intended to operate a comprehensive high quality program therefore the application for the initial year of Federal funding levels may fall in the \$100,000 to \$150,000 range. In low population or rural areas, proposals may be prepared by a consortium of school districts, including area education agencies, and partner organizations. Except in extraordinary circumstances, the law does not permit annual grant awards to fall below \$75,000 for the Federal share in any year or \$52,500 for programs in the ninth or subsequent year of operation for that fiscal year. Typically, grants serve around 20 families.

Currently funded projects are eligible to apply for additional four-year funding periods in competition with new applicants. Previously funded projects which are awarded subsequent funding periods are required to provide a local match of no less than 50 percent each year in a second four-year funding period or no less than 35 percent each year in a third four-year period (years 9 and beyond). Existing programs may apply to expand and serve additional families where there is a need for high quality family literacy services

5. Time Lines

a. Closing Date. The closing date for receipt of applications is April 15, 2005.

Applications will be considered to have met the deadline if they are either:

- 1) Received in the mail or hand-delivered at the Department of Education by 4:30 p.m. on or before April 15, 2005 **OR**
- 2) Postmarked by the U.S. Postal Service on or before April 15, 2005 ; **AND,**
- 3) The application as submitted contains all information and supporting documentation described in this RFP.

Applications will **not** be accepted by FAX. Electronic transmission will **not** be accepted. In the event these conditions are not met, the Department of Education will notify applicants that their applications will not be considered in this review.

b. Notification of Proposal Acceptance or Rejection. Successful applicants will be notified in June 2005. Applicants whose proposals are not recommended for funding will receive written notification with comments. Applicants whose proposals have been rejected shall have the right to appeal.

Any applicant may appeal the denial of a properly submitted program grant application to the Director of the Iowa Department of Education within ten (10) working days upon the receipt of a notification of denial.

The appeal must be based on the grounds that the process was conducted outside of statutory authority, violated state or federal law, policy, or rule, did not provide adequate

public notice, was altered without adequate public notice, or involved conflict of interest by staff or committee members.

6. **Definitions**

- a. ***Partnership*** means a collaborative relationship established by two or more agencies to address common goals and issues which lie beyond a single agency's exclusive purview, but which concerns them all. Partners agree to pool resources, jointly plan, implement, and evaluate new services and procedures, and delegate individual responsibility for the outcomes of their joint efforts.
- b. ***Continuity of services*** means that, to the maximum extent possible, services for children are provided using a program format and a staffing pattern, which integrates aspects of high quality care and education. Early childhood programs should provide continuity in programming. This program must serve children in a three year age range.
- c. ***Developmentally appropriate*** shall mean that the learning environment and teaching strategies are based on accepted theories and evidence about the growth and development of young children. Programs for adults take into account the learning styles of adults.
- d. ***Family literacy services*** shall mean services provided to participants on a voluntary basis that are of sufficient intensity in terms of hours, and of sufficient duration, to make sustainable changes in a family and that integrate all of the following activities:
 - 1) Interactive literacy activities between parents and their children.
 - 2) Training for parents regarding how to be the primary teacher for their children and full partners in the education of their children.
 - 3) Parent literacy training, including training that leads to economic self-sufficiency.
 - 4) An age-appropriate education to prepare children for success in school and life experiences.
- e. ***In-kind contributions*** shall mean those local resources contributed to the operation of the project by the applicant agency or a collaborating partner in the effort. In-kind contributions may support any aspect of the project and generally include such resources as labor, materials, volunteer time, rent, etc. Indirect costs (which can not be supported with Even Start resources) may be counted as in-kind contributions. In-kind contributions may come from any local, state, or federal source.
- f. ***Scientifically Based Reading Research*** means what researchers have discovered about how to successfully teach children and adults to read. Based upon the findings of the National Reading Panel Report and other valid research, these strategies focus on five areas of reading instruction for children: ***phonemic awareness, phonics, fluency, vocabulary, and comprehension***. Evidence from research, suggests implications for classroom instruction, and describes proven strategies for teaching early language and literacy skills.(Section 1223(10))

This type of research means research that applies rigorous, systematic, and objective procedures to obtain valid knowledge relevant to reading development, reading instruction, and reading difficulties. A complete definition may also be found in Section 1208.

- g. *Even Start Family Literacy* - federal guidance link:
<http://www.ed.gov/policy/elsec/leg/esea02/pg6.html#sec1235>

Criteria for Sufficient Progress Even Start Indicators of Quality

Performance Goal: Local programs will meet 100% of the Iowa Indicators of Quality in four program components using the specified measures.

Requirements:

- a. All programs must document progress as stated in the Indicators of Quality.
- b. **Sufficient progress** means implementation of the 4 components at a level of 75% for each of the components. Sufficient progress means that projects will be given continuation funding.
- c. **Conditional progress:** Projects that meet 50-74% implementation of the indicators may be given continuation awards with the condition that:
The program staff and the local evaluator will design an action plan for program improvement for performance indicators not met. The action plan must include quality improvement strategies, outcomes, method of evaluation, and the name of the staff member responsible for implementing the plan. This plan will be submitted for approval to the state coordinator.
- d. **Insufficient progress:** Projects that fall below 50% implementation will be judged as insufficient. The State may refuse to award funds to a program if the program has not met the performance indicators (developed under section 1240 of Title 1, Part B, and Sub-part 3 of the No Child Left Behind Act) and where after technical assistance the program does not demonstrate improved program quality.
- e. Iowa standards for the purpose of early childhood learning outcomes are the National Head Start Child Outcomes Framework including 9 domains of learning.
- f. Families will receive an educational approach based on knowledge of parenting skills, increased adult education, and increased knowledge of family literacy styles that are based upon scientifically based reading research and evidence as available and relevant to the component.
- g. All Iowa programs must develop a local evaluation plan to be used for program improvement. This plan is intended to build programs with the greatest promise. The plan must include a timeline; identified area of focus, name and qualification of the outside evaluator, and a plan to use the data for program improvement.

Goal: 100% of 4 components of Iowa Indicators of Quality – 24 Indicators

Sufficient Progress: Implementation of 75% of the Indicators [18-24]

Conditional Progress: Implementation of 50-74% of the Indicators [12-17]

Insufficient Progress: Below 50% implementation of the Indicators [Below 12]

B. SELECTION PROCESS

1. Review Process

- a. Upon receipt of a proposal, agency staff will inventory the proposal for:
 - 1) Number of copies - an original and three copies (3)= four (4) copies required;
 - 2) Required attachments and forms completed;
 - 3) Signatures (Unsigned applications are considered to be incomplete.)

Late and/or incomplete proposals have no recourse and will not be considered.

- b. Proposals requesting funds beyond the specified budget range will be considered non-responsive to the Request for Proposals and will not be considered.
- c. Awards will be made based upon criteria and scoring stated in this RFP which are based upon the state priorities and the 15 required elements in Section 1235.
- d. All eligible applications will be reviewed and rated by an external expert review panel comprised of at least one early childhood, one adult education professional and one individual with expertise in family literacy programs.
- e. The final decision on recommending grant awards rests with the Iowa Department of Education.
- f. The Iowa Department of Education reserves the right not to award any grants.

2. Scoring

- a. Proposals will be scored on a total point system of 100 points.
- b. Proposals will be rated according to criteria specified in the application requirements.

3. Priorities

Projects, which clearly portray Federal and State priorities, will generally receive higher rating. The priorities are summarized below and appear again within the Application Requirements to assist those preparing applications to respond appropriately.

a. Federal Priorities

- 1) **Demonstration that the area to be served by the program has a high percentage or a large number of children and families who are in need of such services.**

High need is demonstrated by high levels of poverty, illiteracy, unemployment, limited-English proficiency, victims of domestic violence, or a high number or percentage of parents who are receiving "Temporary Assistance to Needy Families." or other need-related indicators, including a high percentage of children to be served by the program who reside in a school

attendance area eligible for participation in Part A of Title 1 of the Improving America's Schools Act. (Section 1238 (a)(2)(A) of the ESEA.

- 2) **Be located in areas designated as a Federal empowerment zone or enterprise community. To identify the federal zones, please contact the Governor's office.** (These are **not** the same as Iowa Empowerment Areas).

b. State Priority

- 1) **Build on existing services on a first dollar basis, avoiding supplantation.**

The emphasis in the Even Start law on collaboration among local agencies and community groups and on making maximum use of existing services is strongly endorsed by the Iowa Department of Education. In addition, the Department also places a priority on programming which recognizes the need for both program stability and continuity of services for young children and families. A strong Even Start application will propose services which are collaborative, reflect continuity. This program must serve children in a three year age range (typically babies to age 3; or preschool age children ages 3-4-5).

Even Start blends early care and education, adult education, parenting education, and opportunities for parent/child interaction that will increase the literacy skills of all involved. Communities will have varying levels of services in these three components already present in their area. The Even Start program should not propose a duplication of existing community preschool services, but rather seek to strengthen and extend existing services. This approach will lead to a greater likelihood that the Even Start program will continue after the federal funding is exhausted.

For example, a community may have a Head Start program or strong community child care programs. An Even Start application should seek to build on these programs to serve more families rather than to establish parallel services. Likewise, many communities have highly developed services for adult learners. In such communities, Even Start should build upon this service system, with special emphasis on serving eligible adults from especially needy or hard-to-reach population groups.

Funds and/or services provided in the Even Start program which are provided through any other state or federal program may count toward meeting the in-kind share of the Even Start program, in addition to local sources. The applicant should take care to explain in the application how the Even Start funding is being used to expand access to, and not to supplant, services.

- 2) **Provide services of sufficient duration and intensity to assure that high outcomes are achieved for both participating children and their parents.**

Even Start is successful in programs which structure intensive engagement with participating families. These findings are consistent with other research on early childhood and parenting education programs.

C. APPLICATION

Each proposal must contain the sections described below. Please arrange the proposal in the order shown below and enumerate the various sections of the Application Narrative as shown in the outline. Applications that are poorly organized and which depart from this format are less favorably received by a review committee. Experience with review committees also suggests that applicants should pay particular attention to accuracy in budgets and the mechanics of writing.

1. Application Cover- From A

Each proposal shall contain a completed and signed application form. A brief description of the project must be included in the space provided.

2. Statement of Assurances and Partner Information – Form P

Applicants are required to sign a statement of assurances on the form provided.

3. Application Narrative

Before preparing the application narrative, applicants should read carefully the Even Start programmatic requirements in the Even Start law. A copy is enclosed with the Application Packet. The narrative should be presented in the sequence shown below. The point system and criteria which will be used in reviewing and scoring the proposals are identified with each component of the narrative in bold type between **(brackets)**.

The Application Narrative is limited to no more than 25 single-spaced typed pages (one side only). Successful applications generally meet this page limit. Information listed in “Required Attachments” should be appended to the narrative and need not be counted as part of the 25 pages.

A. Need for Project	10 Points
B. Degree of Cooperation & Coordination	30 Points
C. Plan of Operation	
• Identification of the 15 Program Elements	50 Points
• Evaluation and Continuous Improvement	
D. Budget	10 Points
Total Points Possible	100 Points

A. Need for the Project.

The application should demonstrate that the area to be served has a high percentage or large number of children and parents in need of Even Start services. The need for Even Start services must be shown by demonstrating the following:

- 1) High need is demonstrated by high levels of poverty, illiteracy, unemployment, limited-English proficiency, victims of domestic violence, or a high number or percentage of parents who are receiving “Temporary Assistance to Needy Families.” or other need-related indicators, including a high percentage of children to be served by the program who reside in a school attendance area eligible for participation in Part A of Title 1 of the Improving America's Schools Act. (Section 1238 (a)(2)(A) of the ESEA.
High levels of need may be shown by comparison with other areas of the state.

- 2) The unavailability of comprehensive family literacy services or programs for the target population. If similar programs serve the same population, applicants may provide evidence of waiting lists or other indicators that local demand exceeds the ability of those programs to meet the needs.
- 3) Location of the project or the delivery of project services within areas designated as Federal empowerment zones or enterprise communities (not Iowa empowerment areas).

Section A. will be scored on the applicant's success in demonstrating need for the project (10 total). High need is one of the Federal priorities.

B. Degree of Cooperation and Coordination.

The application should demonstrate the extent to which cooperation and coordination will take place in all phases of the proposed project among a variety of high quality service providers, including Title 1, Head Start, Early Head Start, the Adult Education Act, the Individuals with Disabilities Education Act, volunteer literacy programs, and other relevant programs. The following considerations strengthen an application:

- 1) The proposal describes a scan of all relevant providers and demonstrates full awareness of similar and related services, including State and locally funded programs, being provided to eligible children and adults **(5 points)**;
- 2) The proposal includes copies of (firm signed agreements - not simply letters of support) among applicant partners and various providers for specific cooperative activities **(10 points)**;
- 3) The plan of operation includes specific provision for additional cooperative efforts with other service providers, including State and locally funded providers, throughout the duration of the project period, including provision, as needed, for the transition of children out of Even Start into other programs and adults into other service programs such as job training and continuing adult education or literacy programs **(5 points)**; and
- 4) The application demonstrates that services offered by the applicant will build upon, but not duplicate, those already being provided to project participants by the applicant or other service providers **(10 points)**.

Section B. will be scored on the applicant's success in demonstrating a high level of cooperation and coordination (30 total points). Building on existing services is one of the State Priorities.

C. Plan of Operation and Program Elements

The proposal should describe an Even Start program that promotes family literacy service to participating parents, train parents to support the literacy and educational growth of their children, and prepare children for success in regular school programs (see definition of family literacy on page 7). **The application must contain each of the 15 elements described below and they must be numbered appropriately. They may also be included with the elements specifically stated in the narrative.**

PROGRAM ELEMENTS (Section 1235)

Each program shall:

- (1) **include the identification and recruitment of families most in need** of services provided under this subpart, as indicated by a low level of income, a low level of adult literacy or English language proficiency of the eligible parent or parents, and other need-related indicators;

Provide a description of the population to be served and an estimate of the number of participants to be served. Include a description of the methods that will be used to identify those most in need.

- (2) **include screening and preparation of parents**, including teenage parents, and children to enable those parents and children to participate fully in the activities and services provided under this subpart, including testing, referral to necessary counseling, other developmental and support services, and related services;
- (3) **be designed to accommodate the participants' work schedule** and other responsibilities, including the provision of support services, when those services are unavailable from other sources, necessary for participation in the activities assisted under this subpart, such as —
 - (A) scheduling and locating of services to allow joint participation by parents and children;
 - (B) child care for the period that parents are involved in the program provided under this subpart; and
 - (C) transportation for the purpose of enabling parents and their children to participate in programs authorized by this subpart;

A description of the proposed program approaches that support the integration of the components of Even Start (adult literacy, parenting education, parent/child interaction, and early childhood education). Even Start should not be a collection of separate efforts, but rather organized so that parents and children can learn and work together.

- (4) **include high-quality, intensive instructional programs that promote adult literacy** and empower parents to support the educational growth of their children, developmentally appropriate early childhood educational services, and preparation of children for success in regular school programs;
- (5) **with respect to the qualifications of staff the cost of whose salaries are paid, in whole or in part, with Federal funds provided under this subpart, ensure that —**
 - (A) By the start of the program:
 - (i) a majority of the individuals providing academic instruction —
 - (I) shall have obtained an associate's, bachelor's, or graduate degree in a field related to early childhood education, elementary school or secondary school education, or adult education; and
 - (II) if applicable, shall meet qualifications established by the State for early childhood education, elementary school or secondary school education, or adult education provided as part of an Even Start program or another family literacy program; *Program staff hired to provide instruction to pre-kindergarten children in a center-based or a home-based setting will hold a valid Iowa teaching Certificate endorsed in Early Childhood Education.*
 - (ii) the individual responsible for **administration of family literacy services under this subpart has received training in the operation of a family literacy program**; and
 - (iii) paraprofessionals who provide support for academic instruction have a secondary school diploma or its recognized equivalent; and
 - (B) all personnel hired to provide academic instruction —
 - (i) have obtained an associate's, bachelor's, or graduate degree in a field related to early childhood education, elementary school or secondary school education, or adult education; and
 - (ii) if applicable, meet qualifications established by the State for early childhood education, elementary school or secondary school education, or adult education provided as part of an Even Start program or another family literacy program;

*Attach documentation to demonstrate that the applicant has the qualified personnel required. Include proposed job descriptions and/or resumes of staff currently employed who will be participating in the Even Start project. Include staff who will develop, administer, and implement the project and who will provide special training necessary to prepare staff for the project. This material may be appended to the Application Narrative and need not be counted as part of the recommended 25-page limit. **Staff Qualifications Form S must be completed.***
- (6) **include special training of staff**, including child-care staff, to develop the skills necessary to work with parents and young children in the full range of instructional services offered through this subpart;

A person employed as a parent educator who is not involved working directly with children will have participated in a parent education training program and hold a valid Iowa Teaching Certificate endorsed in at least one of the following: Early Childhood Education, Early Childhood Special Education, Vocational or Home Economics or have a bachelors level degree in Human Development, Social Work, Nursing or a related field.

If the majority of children use a common language other than spoken English, at least one

teacher or paraprofessional who uses such language will be available as an active participant to communicate with children. Where only a few children speak a language different from the rest, one staff member or community resource person or parent speaking that language will be available at the site as a participant.

- (7) provide and monitor integrated instructional services to participating parents and children **through home-based programs;**
- (8) **operate on a year-round basis**, including the provision of some program services, including instructional and enrichment services, during the summer months. This program must serve children in a three year age range (typically babies – age 3; or preschool age children);
- (9) **be coordinated with:**
 - (A) other programs assisted under this Act;
 - (B) any relevant programs under the Adult Education and Family Literacy Act, the Individuals with Disabilities Education Act, and title I of the Workforce Investment Act of 1998; and
 - (C) the Head Start program, volunteer literacy programs, and other relevant programs;
- (10) **use instructional programs based on scientifically based reading research** for children and adults, to the extent that research is available;
- (11) **encourage participating families to attend regularly and to remain in the program a sufficient time** to meet their program goals; such as:
 - (A) *achievement in the areas of reading, writing, English language acquisition, problem solving, and numeracy;*
 - (B) *receipt of a high school diploma or a general equivalency diploma;*
 - (C) *entry into a postsecondary school, job retraining program, or employment or career advancement, including the military; and*
 - (D) *other such indicators as the program may develop.*
- (12) **include reading-readiness activities for preschool children based on scientifically based reading research**, to the extent available, to ensure that children enter school ready to learn to read;
- (13) **promote the continuity of family literacy to ensure that individuals retain and improve their educational outcomes;**
- (14) **ensure that the programs will serve those families most in need** of the activities and services provided by this subpart; include a description of the outreach methods to be used to identify hard-to-reach families and those not currently associated with the school or other community agencies,

(15) provide for an independent evaluation of the program, to be used for program improvement. Form LE must be completed if the application is funded.

Section C. will be scored on the proposal's likelihood of success in meeting Even Start goals (50 total points).

Providing services of sufficient duration and intensity to assure that high outcomes are achieved for both participating children and their parents is one of the State Priorities. And on the applicant's capacity to develop and implement a local evaluation and continuous improvement plan.

D. Budget

a. Budget Request – B. 1

Each applicant must complete a budget summary on the form provided.

b. Budget Narrative – B. 3

In addition to completing the Budget Summary Form included in the Application Packet, all anticipated costs necessary to carry out the project must be fully explained in a **detailed budget narrative**. The budget must relate directly to the activities and staff identified in the proposal and should provide a rationale for the projected costs (e.g., how fringe benefits are derived). The budget should clearly indicate the portions to be supported through Even Start grant funds as well as in-kind funding or services provided by the applicant or collaborating agencies. Even Start funds may not be used for indirect costs of the program.

The Federal share of the total cost of the project may be no more than 90% in the first year of the project, 80% in the second year, 70% in the third year, and 60% in the fourth. For current projects re-competing for a second 4-year grant, the federal share may be no more than 50% of the total budget in Years 5-8 and 35% in years 9-12. The local match may be provided in cash or in-kind, fairly evaluated, and may be obtained from any source.

Each applicant should budget \$5000 for evaluation including expenditures related to the collection and aggregation of data for the project's required participation in the national evaluation, travel to state and national evaluation meetings, and collection and analysis of data for the required local and state evaluation.

Each applicant should budget an amount sufficient for travel to the annual Even Start meeting and for continuous training for staff.

Section D will be scored on the applicant's success in demonstrating the reasonableness of the budget (10 total points). Reviewers will consider the extent to which: 1) costs are reasonable in relation to expected outcomes; 2) the applicant will make use of currently available resources such as facilities and equipment; and 3) the budget provides sufficient information to support the requested amount of funds.

E. Required Attachments. (Should be appended to the Application Narrative and need not be counted as part of the recommended 25 single space page limit)

- a. Attach memoranda of agreement with cooperating agencies and other relevant letters of support. Letters/agreements which are not specific regarding the nature of the participation/support are not helpful in the review process.
- b. Attach documentation to demonstrate that the applicant has arranged for the services of an experienced evaluator to assist in the development of the applicant's local evaluation plan and to coordinate that plan with state and federal evaluation.
- c. Provide documentation that the governing board(s) of the applicant(s) has/have approved the submission of this application by attaching copies of minutes describing the action.
- d. Applications submitted by non-school, non-profit community agencies (with the exception of Community Action Agencies) must be accompanied by a copy of the agency's approval of exemption from federal income tax under Section 501 (c) (3) of the Internal Revenue Code.

ELEMENTARY & SECONDARY EDUCATION

Subpart 3 — William F. Goodling Even Start Family Literacy Programs

Web Link:

<http://www.ed.gov/policy/elsec/leg/esea02/pg6.html#sec1235>

Head Start Child Outcomes Framework Web Link:

<http://www.hsnrc.org/CDI/pdfs/UGCOF.pdf>